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AUTHOR Greive, Donald; France, Richard E.
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ABSTRACT

Guidelines for conducting and facilitating a workshop designed as an orientation for both beginning and experienced adjunct faculty at community colleges are presented in this instructor's manual. The manual contains the following 11 sections, each defining an objective or activity to be undertaken during the workshop, and providing recommendations for promoting discussion: (1) Introductions; (2) The Workshop Plan; (3) College Information; (4) Classroom Instruction/Concerns; (5) Introduction to Teaching; (6) Adult Student Characteristics; (7) Student Concerns; (8) What Is a Teacher? (9) Vary Classroom Activities; (10) Good Teacher Characteristics; and (11) Evaluation Handout. Each section contains suggestions for the use of appropriate support items such as a flip chart, overhead projector, handouts and the text. Seven overhead projections and three handouts, including a list of academic program accrediting agencies and a questionnaire to aid in planning future workshops, are appended. (JSP)

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ORIENTATION TO TEACHING
FOR ADJUNCT FACULTY
(INSTRUCTORS MANUAL)

BY

DONALD GREIVE, ED.D., INFO-TEC INC.

RICHARD E. FRANCE, CUYAHOGA COMMUNITY COLLEGE
CLEVELAND, OHIO

PRESENTED AT THE NATIONAL CONFERENCE ON
SUCCESSFUL COLLEGE TEACHING AND ADMINISTRATION
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D. Greive

R. E. France

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NATIONAL CONFERENCE ON
SUCCESSFUL COLLEGE TEACHING AND ADMINISTRATION
March 1 - 4, 1992
ABSTRACT

Orientation to Teaching for Adjunct Faculty

Dr. Donald Greive, Info-Tec, Inc.
Richard France, Cuyahoga Community College

This workshop addresses the major concerns for beginning and experienced part-time faculty. Workshop participants will receive complete text, outline, overhead masters, and topic analysis for conducting the workshop. Objectives include: 1) the role of college instruction in resolving classroom conflict; 2) the basic steps in a successful first class; 3) the characteristics of adult learners and implications for the classroom; 4) the characteristics of good teachers. Classroom concerns cover cultural diversity, first time students, age differences, students as consumers, and life experience.

TEXT:

A HANDBOOK FOR ADJUNCT/PART-TIME FACULTY

AND

TEACHERS OF ADULTS

REFERENCES:

COLLEGE CATALOG

PART-TIME FACULTY HANDBOOK

SUPPORT ITEMS:

FLIP CHART

MASKING TAPE

MARKER

OVERHEAD PROJECTOR

SUFFICIENT COPIES OF HANDOUTS

SUFFICIENT COPIES OF TEXT

I. INTRODUCTIONS

A. Introduction of Self and Participants

Begin the workshop by introducing yourself to the group giving specific information concerning educational background, career and work experience and some anecdotes possibly about interesting career/work activities. A review of past teaching experience specifying type of institution and discipline taught is also appropriate.

After self introduction, it is important to get the students involved by similar introductions. Any method that has been successful for you in the past is appropriate to use. The basic technique is for participants to introduce themselves giving any information they wish to give. Do not ask participants to respond to why am I here?, etc., etc. Do not request more information about the participants than you have given concerning yourself.

A variation to self introductions of participants may involve the introduction of the person next to them. Other techniques may be used at your discretion. The purpose of this activity is to immediately get participants to communicate and learn from each other.

II. WORKSHOP PLAN

Purpose

(Overhead #1)

1. To enhance your "comfort level" as a college instructor by providing vital information about the college and its students and by sharing teaching strategies and techniques.

Discussion

Address participants making the following three points and others of your choice.

1. This workshop is one way the college supports your efforts as an adjunct faculty member.
2. The importance of the contributions of part-time faculty does not go unnoticed. Nearly 50% of credit hours are taught by part-time faculty. Recognition banquet, tenure awards, invitation to departmental meetings, etc., are others. (You might reflect here on some personal involvements and experiences as a part-time instructor at your institution.)
3. Your comfort in front of your class is important to your success. It may be the most important reason for this workshop. Please share your concerns and successes throughout the workshop as you learn from each other as well as from the prepared material.

II. WORKSHOP PLAN (Continued)

Objectives

Discussion

(Overhead #2)

1. Provide historic and background information about your institution and its' students.
2. Describe role of college instruction including resolution of classroom and student problems.
3. Learn the basics of conducting a successful first class.
4. Identify characteristics of adult learners.
5. Identify characteristics of a good teacher.

At this point ask the participants if the objectives are in concert with their expectations and request other topics that they wish to have included. Record additional topics on flip chart and post. (It is important to use the flip chart and tape completed sheets to the wall. This keeps identified concerns and topics visible for reference and discussion throughout the workshop.)

III. COLLEGE INFORMATION

A. Brief Background and History of Your Institution

Activity: Address Participants

1. Enrollment -- An overhead showing student age, ethnic origin, and gender is useful to emphasize the diversity of the your entire student body.
(Overhead #3-update each fall)
2. Accreditation. (Regional)
3. Accredited by discipline and/or program. (Handout #1)
4. Basic functions of the institution.
5. Mission-Philosophy of your institution. (Handout #2)

IV. CLASSROOM INSTRUCTION/CONCERNS

Activity

Distribute A Handbook for Adjunct Part-Time Faculty and Teachers of Adults. Have participants read the section on pages 1, 2 and 3. (Orienta-
tion to College and Adult Teaching.) Follow with discussion and input from the class. Ask them to indicate their concerns of the nineties, emphasizing that there are no right or wrong answers. This is strictly a discussion activity. (Their responses may help in determining future workshops.) Have a participant record the concerns on the flip chart and tape to wall for future reference.

Discussion

Concerns:

- * Media and the use of same.
- * Expectations of students--
Students expect a prepared, competent instructor but at the same time some student aspirations are unrealistic.
- * Diverse cultures--opportunity to share common interests in learning rather than differences.
- * Students who are unprepared for college. Discuss referral procedures and success strategies.

IV. CLASSROOM INSTRUCTION/CONCERNS (Continued)

Activity

You may ask the group to discuss some of the characteristics of first time (adult) college students such as:
(flip chart - 1 per page)

lack of confidence

lack of study skills

lack of college sophistication

need for attention

Discussion

Initiate class discussion of techniques to address these concerns such as:

positive reinforcement

refer for remedial

build-up-never put down

verbal/written comments

success experiences

call on participants to share personal experiences

V. INTRODUCTION TO TEACHING

Activity

1. Have participants read the section on pages 5-7. (The First Class)
2. Determine from the group the subject they are teaching. (From this information you can request from the participants examples for the following first night activities.)

Discussion

Inform participants that the following five activities are a good plan for the first class.

Workshop Presenter

1. Develop icebreaker questions for the first night.

example: Math-how many mathematicians in Cleveland?

Sociology-what is our biggest social problem?

History-what is the most significant historical event in your lifetime? Why?

2. Communicate information about yourself and from students with introductions, verbal or written.

V. INTRODUCTION TO TEACHING (Continued)

Activity

Discussion

3. Commence positive communication. Don't start the class with negative comments such as "they didn't give me a syllabus"; "I don't know why they put me in this room," etc. Start the class with "I am here to enjoy this 10 weeks and I assume you are too." Share positive experiences of other groups and classes. Use anecdotes. Don't try to start with jokes.
4. Use "quality circles" technique. Refer to page 44 of the text. Ask for 5-6 volunteers to form a group to provide feedback to you throughout the course.
5. **Prepare overhead of objectives and purpose of the course.**

(No time to cover this topic now but you can get assistance from The Handbook in Chapter 2.)

V. INTRODUCTION TO TEACHING (Continued)

Activity

Discussion

Point out the importance of objectives emphasizing the following:

- a. Students have a legal position as consumers. (Overhead #4)
- b. Provides information to students so they can be sure they are in the right course.
- c. An effective vehicle to get back on the track when students try to distract you.
- d. Students expect it. These are students of the nineties. Many have worked in business and industry, many have been through training sessions, they expect to be told what they are going to learn in the class or course. Remember the laissez-faire classroom is a lazy classroom.

V. INTRODUCTION TO TEACHING (Continued)

Activity

Discussion

3. Have participants read the section on pages 6 and 7. (Setting the Tone)

- e. Show sample goals and objectives and comment on typeset or handmade on copier. (Overhead #5, 6 or substitute your own) Inform participants of the ease of making overhead transparencies on a modern copier.

Ask class to share some successful techniques that they have experienced (both positive and negative).

Examples:

1. Immediate positive communication.
2. Addressing students individually as they arrive. (One professor waits at the door and welcomes each student.)
3. Verify course intentions-- goals, objectives, any special activities, trips, etc.

VI. ADULTS STUDENT CHARACTERISTICS

Activity

1. Lecture - Chapter 4

Discussion

Share the following characteristics of adult students with participants.

- A. Today's students are more self-directed than their earlier counterparts. They generally know what they want and where they are going, AND they'll LET YOU KNOW!
- B. Today's students are highly demanding as consumers. They feel they are paying for their education and are entitled to a product--even to the point of legal action.
- C. Today's students come to the classroom with rich life and educational experiences. They have read broadly, often have had interesting employment and travel experiences and may wish to share their knowledge.
- D. Today's students expect to be treated as adults. They want to be treated on an equal basis. Remember to address them as students--not kids!!

VI. ADULTS STUDENT CHARACTERISTICS (Continued)

Activity

Discussion

- E. Today's students will demand relevance and immediate application. Relevance of the nineties, unlike the sixties, is relevance towards achieving a goal and a career rather than social change.
- F. Participant Anecdotes:
Although the students are more demanding, they are also more interesting, more challenging and will contribute to a happy optimistic learning experience if given the opportunity.

VII. STUDENT CONCERNS

Activity

Discussion

1. Lecture
2. Flip Chart (One per page)

Now that we have completed a little introspection and realizing this job is not easy, what are some of your major concerns as you go into the class? Again we can use a flip chart and record. (If the participants do not volunteer you may start with some of your own such as:)

the expert in the class
(Overhead #7-humorous discussion)

the quiet class

the talkative class

the negative student

the dominating student

the off-the-subject student

the unruly student

VII. STUDENT CONCERNS (Continued)

Activity

Discussion

(Flip Chart)

You may discuss as a group the methods for handling these situations. Ask for anecdotes from experienced teachers.

Class expert--allow other students to react, allow limited anecdotes, remind "expert" and class that we must get back to the class objectives.

Quiet class--group work, partner system, current events, personal experiences, brainstorming, icebreakers.

Talkative class--allow time for conversation, be specific on time to start class work, exert control--you have it.

Negative student--ignore, conference, positive success experience, determine interest and cultivate it.

Off-the-subject student--allow some freedom then insist on getting back the course objectives.

VII. STUDENT CONCERNS (Continued)

<u>Activity</u>	<u>Discussion</u>
(Flip Chart)	<u>The unruly student--all of above, if situation becomes serious ask all students to leave room and take a break, seek assistance.</u> This is a discussion activity in which participants may wish to work through these problems. -Sharing of techniques and giving direction is helpful. The section on esteem and self-actualization, pp. 60-62, in the text is useful. Dominating student--exert authority, address objectives of class, private conference.

VIII. WHAT IS A TEACHER

Activity

Discussion

1. Lecture

Activity: Address Participants

An idealist, a professional, a communicator, an organizer, an understanding person and a critical person.

A. An Idealist

Let me read a quote "It was my good fortune, that would probably fix the destinies of my life, that Dr. William Small of Scotland was then professor of Mathematics, a man profound in most of the ~~useful~~ branches of Science, with a happy talent of communication and an enlarged liberal mind."
Thomas Jefferson.

--Who would have thought the greatest influence on Thomas Jefferson was a mathematics teacher?

VIII. WHAT IS A TEACHER (Continued)

Activity

Discussion

B. A Professional

Most professionals need only know their area of expertise. Some professions need to know people. A teacher needs to know both. Any comments on the next four: communication, organizing, understanding and critical.

IX. VARY CLASSROOM ACTIVITIES (Time permitting)

Activity

Discussion

- 1 Reference Handbook Chapter 3
pp. 33-49.

Discuss activities and ask class for some classroom strategies not in the book. Most experts advise changing activities every twenty minutes. Encourage participants to try new and experimental things. Walk through some of the classroom activities identified in the text.

X. GOOD TEACHER CHARACTERISTICS (Group Activity)

Activity

Discussion

To summarize, conduct this flip chart activity in which the participants describe the best teacher they ever had and identify associated characteristics. Participants may be asked to identify factors that made that teacher special. The end result will be a listing of "model" teacher characteristics leaving participants with a chance to compare themselves.

XI. EVALUATION-HANDOUT

Text

Greive, Donald. A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults (Revised), Cleveland: Info-Tec, Inc. 1990.

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2-14-92

PURPOSE

To enhance your "comfort level" as a college instructor by providing vital information about the college and its students and by sharing teaching strategies and techniques.

OBJECTIVES

1. *Provide historic and background information about your institution and its students.*
2. *Describe the role of college instruction including resolution of classroom and student problems.*

3. *Identify basics of conducting a successful first class.*
4. *Identify characteristics of adult learners.*
5. *Identify characteristics of a good teacher.*

FOURTEENTH DAY
FALL 1991
STUDENT DEMOGRAPHICS

	<u>DISTRICT</u>		<u>WESTERN</u>	
TOTAL	24,291		12,285	(50.6%) ¹
Rank				
Freshmen	15,986	(66%)	8,093	(66%)
Sophomores	8,305	(34%)	4,192	(34%)
Attendance Pattern				
Part-Time	17,318	(71%)	9,158	(74%)
Full-Time	6,973	(29%)	3,127	(26%)
Day	15,860	(65%)	7,722	(63%)
Evening	8,431	(35%)	4,563	(37%)
Program				
University Parallel	8,845	(36%)	4,028	(33%)
Occupational/Technical	14,811	(61%)	8,055	(66%)
Other	635	(3%)	202	(2%)
Gender				
Male	8,688	(36%)	4,635	(38%)
Female	15,603	(64%)	7,650	(62%)
Ethnic				
American Native	108	(0.4%)	68	(0.6%)
Black	5,999	(24.7%)	236	(1.9%)
Asian	472	(1.9%)	179	(1.5%)
Hispanic	432	(1.8%)	167	(1.4%)
White	16,640	(68.5%)	11,434	(93.1%)
Unknown	640	(2.7%)	201	(1.5%)
Age				
15 - 19	2,775	(11.4%)	1,791	(14.6%)
20 - 24	6,820	(28.1%)	3,762	(30.6%)
25 - 29	4,129	(17.0%)	2,115	(17.2%)
30 - 34	3,416	(14.1%)	1,647	(13.4%)
35 - 39	2,667	(11.0%)	1,183	(9.6%)
40 - 59	3,860	(15.9%)	1,616	(13.2%)
60 - 74	546	(2.2%)	161	(1.3%)
Other	78	(0.3%)	10	(0.1%)
Avg. Age	30.1		28.6	
Residency				
Cuyahoga County	21,309	(88%)	10,607	(86%)
Other Ohio	2,554	(10%)	1,608	(13%)
Other USA	101	(--)	56	(--)
Foreign	327	(1%)	14	(--)

¹Percent of Total

6662E/mp

Overhead #4 contains copyrighted materials and has therefore been deleted.

See: Long, John S., and Becker, Bob. "3 Ex-Students Sue College, Allege Promises Not Kept." Cleveland Plain Dealer, December 5, 1988, pp. B1.

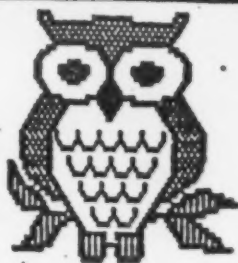
GOALS - ALGEBRA

1. *Use of signed numbers and linear equations.*
2. *Understanding and use of exponents.*
3. *Add, subtract, multiply, divide polynomials.*
4. *Factoring polynomials and solving quadratic equations.*
5. *Use rational algebraic expressions.*
6. *Use ratio and proportion.*

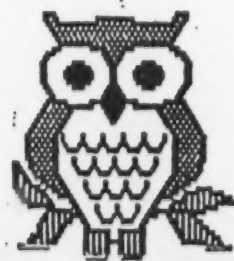
Goal: Improve Strategies For Handling Customers.

Objectives:

1. Know answers to routine questions.
2. Know resources for obtaining unknown information.
3. Know process for:
identifying customer concerns
implementing appropriate action.
4. Know technique for terminating customer conversation.



**PEOPLE
WHO THINK
THEY KNOW
IT ALL
REALLY ANNOY
THOSE OF US
WHO DO**



Academic Program Accrediting Agencies:

Program:	Agency
Court/Conf. Reporting	National Shorthand Reporters Assoc
Dental Assisting	American Dental Assoc., Dental Commission on Accreditation
Dental Hygiene	American Dental Association
Dental Lab Technology	American Dental Assoc., Dental Commission on Accreditation
Dietetic Technology	American Dietetic Association
Emergency Medical Technology-Ambulance	Ohio Dept. of Education
Emergency Medical Technology-Paramedic	Ohio Dept. of Education
Medical Assisting	American Association of Medical Assistants (AAMA/CAHEA)
Medical Lab Technology	National Accrediting Agency Clinical Laboratory Sciences (NAACLS/CAHEA)
Medical Record Tech.	American Medical Record Assoc. (AMRA/CAHEA)
Nursing (Assoc. Degree)	National League for Nursing
Nursing (Practical)	Ohio State Board of Nursing Education and Nursing Registration
Occupational Therapy Assisting	American Occupational Therapy Association, Inc.
Ophthalmic Dispensing	Commission on Education American Ophthalmic Society
Physical Therapy Asstg.	American Physical Therapy Assoc.
Physician's Assistant	AMA/CAHEA
Surgeon's Assistant	AMA/CAHEA
Radiography	AMA/Joint Review Committee for Radiologic Technology/CAHEA
Respiratory Therapy	AMA/Joint Review Committee for Respiratory Therapy Education

CUYAHOGA COMMUNITY COLLEGE

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TO PROVIDE HIGH-QUALITY, ACCESSIBLE AND AFFORDABLE EDUCATIONAL OPPORTUNITIES AND SERVICES -- INCLUDING UNIVERSITY TRANSFER, TECHNICAL AND LIFELONG LEARNING PROGRAMS -- THAT PROMOTE INDIVIDUAL DEVELOPMENT AND IMPROVE THE OVERALL QUALITY OF LIFE IN A MULTICULTURAL COMMUNITY.

ORIENTATION TO TEACHING FOR ADJUNCT FACULTY

To help us in planning and improving future workshops, please complete the following:

Workshop Name _____

Location _____

Date _____

1. Rate workshop in terms of general value to you as a part-time faculty member at this institution.

Very Valuable _____ Some Value _____ Little Value _____

2. Rate content of workshop on relevance to you.

Very relevant _____ Some Relevance _____ Little Relevance _____

3. Which topics were most valuable to you?

4. Which topics were least valuable to you?

5. Other topics that you would like to see addressed.

6. What is your prior teaching experience?

None _____ Years _____ Months _____

Check all applicable types of institutions:

Public School _____
Community College _____
Technical Institute _____
Liberal Arts College _____
State University _____
Private Proprietary _____

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